

The Framework, *continued....*

Strand III – Personnel and Professional Development

■ **Standard A: Personnel Qualifications**

1. Requirements

- Certification/Requirements
- NCLB – Highly Qualified

The Framework...

Standard A: Personnel Qualifications

2. Skills, Knowledge, and Dispositions

- Content Knowledge and Pedagogy
- Communication
- School/Classroom Management
- Collaboration
- Student-Centered
- Instructional Technology

The Framework...

■ Standard B: **Professional Development**

1. Content and Pedagogy

- Use of Research-based/Best Practices
- Application to Curriculum Content
- Instructional Mentoring/Coaching

2. Collaboration

- Staff Participates in Learning Teams
- Collaborative Analysis of Student Work

3. Alignment

- Aligned
- Job-embedded
- Results-driven

The Framework, *continued...*

■ **Strand IV – School and Community Relations**

■ Standard A: **Family Involvement**

1. Communications

- Variety of Methods
- Regard for Diversity *

2. Authentic Engagement in Life of School

- Volunteering
- Extended Learning Opportunities
- Decision-Making *

The Framework...

■ Standard B: **Community Involvement**

1. Communication About/With School

- Variety of Methods
- Regard for Diversity

2. Authentic Engagement

- Businesses
- Educational
- Community-based
- Variety of Methods

The Framework, *continued....*

Strand V – Data & Knowledge Management

■ Standard A: **Data Management**

1. Data Identification and Collection

- Systematic and Applied
- Multiple Types
- Multiple Sources
- Technical Quality

The Framework...

■ Standard A: **Data Management**

1. Analysis

- Format Supports Analysis
- Format Supports Longitudinal Comparisons

2. Accessibility

- Retrievable
- Secure

The Framework...

■ Standard B: **Knowledge Management**

1. Reporting

- User-friendly
- Appropriate

2. Interpretation and Application

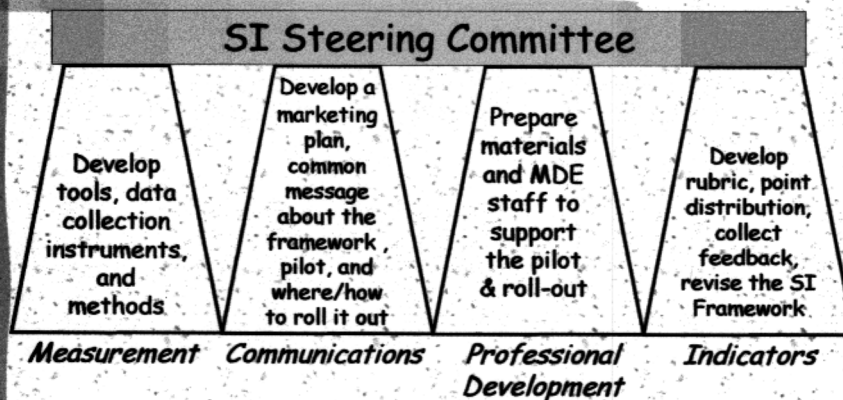
- Meaningful Dialogue
- Use in Decision-Making

DRAFT EXAMPLE

Calculating Self-Assessment

Strand	# of Standards	# of Benchmarks	# of Criteria	Total Points
Leadership	3	6	30	30
Teaching & Learning	3	6	19	19 + 11 for specific criteria
Personnel & Professional Development	2	5	15	15
School & Community Relations	2	4	11	11 + 2 for specific criteria
Data & Knowledge Management	2	5	12	12
Totals	12	26	87	100

Next Steps: Committee Work



Committees' recommended work plan supported by OSI & OEAA.

Next steps: Process (2005)

- # Development of rubric, point distribution (Jan-Feb)
- # Field Review/Feedback (Feb-March)
- # Measurement development (Jan-March)
- # Pilot SI Framework/Self-Assessment (April-May '05)
- # Development of Self-Assessment Tool (March-July)
- # Revise indicators and measures (June)

Next Steps, *continued...*

- # State Board approves revisions (July)
- # Launch Self-Assessment Tool (Sept)
- # Schools self-assess (Oct-Nov)
- # Data submitted and analyzed (Nov)
- # Board reviews/approves results (Dec)
- # Report cards released (Jan '06)

Questions for consideration...

- # Other important criteria?
- # Weight of each “benchmark” – do each carry the same weight in improving student achievement?
- # Threshold – should a school be able to get an “A” on PI’s if it has an “F” in achievement?
- # Status – should we stay with grades or go to an “accredited/unaccredited” system?
- # Data-based evidence – should all evidence be quantifiable? How to measure?
- # How to submit self-assessment?

Questions for consideration...

- # Transparency of self-assessment – should it be visible on web through link with EdYES!?
- # Formula fairness – is the current formula being used to calculate a “grade” from a score rating transparent and aligned?
- # Monitoring – who should be involved in auditing self-assessments, during and after?
- # Dissemination – what is the best way to let districts/schools/ISD’s know that the system has changed?
- # Others....

PI Work Group

#Contact Information:

- Dr. Ed Roeber, Executive Director
Office of Educational Assessment and
Accountability
Roebere@michigan.gov
- Dr. Yvonne Caamal Canul, Director
Office of School Improvement
Canuly@michigan.gov

1.3.06

Strand Definition: School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

Standard		Benchmark		Criteria			Suggest	Best Data / Evidence					
Ltr	Name/Desc	#	Name/Desc	Ltr	Name	Key Questions	Weight	Existing	Observed	Reported	Surveyed	Narrative	
A	Instructional Leadership School leaders create and sustain a context for learning that puts students' learning first.	1	Educational Program School leaders are knowledgeable about the school's educational programs and act on this knowledge	a	Knowledge of Curriculum, Instruction, and Assessment	- Are school leaders knowledgeable about curriculum? - Are school leaders knowledgeable about instruction? - Are school leaders knowledgeable about assessment?							
				b	Knowledge & Use of Data	- Are school leaders able to understand and use multiple types and sources of data in support of student learning?							
				c	Technology	- Do school leaders ensure that technology supports curriculum, instruction and assessment?							
				d	Knowledge of Student Development/Learning	- Do school leaders consider student developmental stages and adolescent learning theory when making decisions?							
				e	Knowledge of Adult Learning	- Do school leaders apply adult learning theory?							
				f	Change Agent	- Do school leaders understand and act on their role as a catalyst for change?							
				g	Focus on Student Results	- Do school leaders focus on student results to inform curriculum, instruction and assessment?							
		2	Instructional Support School leaders set expectations, communicate, monitor, support, and make adjustments to enhance instruction	a	Monitoring	- Do school leaders monitor programs and practices on a regular basis?							
				b	Coaching/ Facilitating	- Do school leaders model, coach, and facilitate best-practices around teaching and learning?							
				c	Evaluation	- Do staff evaluations include components critical to effective teaching and learning?							
				d	Clear Expectations	- Do leaders clearly communicate expectations?							
				e	Collaboration / Communication	- Do school leaders provide opportunities to staff for communicating about teaching and learning?							

Standard		Benchmark		Criteria			Suggest	Best Data / Evidence				
Ltr	Name/Desc	#	Name/Desc	Ltr	Name	Key Questions	Weight	Existing	Observed	Reported	Surveyed	Narrative
B	Operational / Resource Management School leaders organize and manage the school to support teaching and learning	1	Resource Allocation School leaders allocate resources in alignment with the vision, mission and educational goals of the school	a	Human Resources	- Do school leaders deploy and support human resources to maximize student learning?						
				b	Fiscal	- Do school leaders align the allocation of monetary resources to support teaching and learning goals?						
				c	Equipment and Materials	- Do school leaders align the allocation of equipment and materials to support teaching and learning goals?						
				d	Time	- Do school leaders allocate time to support teaching and learning goals?						
				e	Space	- Do school leaders allocate space to support teaching and learning goals?						
		2	Operational Management School leaders develop, implement and/or monitor policies and procedures for the operation of the school	a	State and Federal	- Do school leaders implement state- and federal-level mandates, regulations and rules as they apply to the school?						
				b	District	- Do school leaders implement Board policies and district-level procedures as they apply to the school?						
				c	School	- Do school leaders design, implement and monitor school-level policies and procedures? - Does the school meet all required state and federal regulations and building maintenance standards?						